Resource Guide

[Limited English Proficiency (LEP) Plan and Poverty Plan]

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POVERTY AND LEP PLANS FACT SHEET

Overview
Pursuant to Nebraska statutes 79-1013 and 79-1014, schools may submit a Poverty Plan, a Limited English Proficiency (LEP) Plan, or both by October 10th for the following school year.

How are the Poverty/LEP Plans used?
The Poverty and LEP Plan allowances are considered in the calculation of State Aid. The 2009 plan is an estimate of the expenses for the 2010-2011 school year. The plans are meant to address specifically the needs of students qualifying for free or reduced-price lunch (poverty), and/or LEP (limited English proficiency) students.

What are the requirements of each plan?
- There are 13 components in the Poverty Plan. The Poverty Plan addresses student mobility, parent involvement, instructional services, specialized services, professional development, and plan evaluation.
- There 12 questions in the LEP plan related to the identification of LEP students, instructional approaches used in the district, assessment of LEP students in mastering English, and the evaluation of the effectiveness of the LEP program.

Resource Guides will be available through GMS. These guides will provide examples and resources to support districts in completion of the Poverty and/or LEP Plans.

How are the plans submitted?
The plans are submitted using the Grant Management System (GMS) on the Nebraska Department of Education website. GMS questions can be answered through the Help Desk (888-285-0556 or helpdesk@nde.ne.gov). Questions regarding plan content can be addressed to Krista Kjeldgaard (402-471-2979 or krista.kjeldgaard@nebraska.gov)

Revised Statutes » Chapter 79 » 79-1013

Poverty plan; submission required; when; review; approval; elements required; appeal.

79-1013 Poverty plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 10 of each year, each school district designating a maximum poverty allowance greater than zero dollars shall submit a poverty plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plan for school districts that are not members of a learning community based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the poverty plan for each member school district.

(2) In order to be approved pursuant to this section, a poverty plan shall include an explanation of how the school district will address the following issues for such school fiscal year:

    (a) Attendance, including absence follow-up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center;

    (b) Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community;

    (c) Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

    (d) Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

    (e) Class size reduction or maintenance of small class sizes in elementary grades;

(f) Scheduled teaching time on a weekly basis that will be free from interruptions;

(g) Access to early childhood education programs for children in poverty;

(h) Student access to social workers;

(i) Access to summer school, extended-school-day programs, or extended-school-year programs;

(j) Mentoring for new and newly reassigned teachers;

(k) Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds;

(l) Coordination with elementary learning centers if the school district is a member of a learning community; and

(m) An evaluation to determine the effectiveness of the elements of the poverty plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source
1. Laws 2007, LB641, § 23;
2. Laws 2008, LB988, § 36.
   Effective Date: April 3, 2008

Revised Statutes » Chapter 79 » 79-1014
Limited English proficiency plan; submission required; when; review; approval; elements required; appeal.

79-1014 Limited English proficiency plan; submission required; when; review; approval; elements required; appeal. (1) On or before October 10 of each year, each school district designating a maximum limited English proficiency allowance greater than zero dollars shall submit a limited English proficiency plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plans for school districts that are not members of a learning community, based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council, and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community, based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the limited English proficiency plan for each member school district.

(2) In order to be approved pursuant to this section, a limited English proficiency plan must include an explanation of how the school district will address the following issues for such school fiscal year:

(a) Identification of students with limited English proficiency;

(b) Instructional approaches;

(c) Assessment of such students' progress toward mastering the English language; and

(d) An evaluation to determine the effectiveness of the elements of the limited English proficiency plan.

(3) The state board shall establish a procedure for appeal of decisions of the department and of learning community coordinating councils to the state board for a final determination.

Source:
1. Laws 2007, LB641, § 24;
2. Laws 2008, LB988, § 37;
3. Laws 2009, LB549, § 33.
   Effective Date: August 30, 2009

Poverty Plan Resource Guide

General Information: Districts are required to address each area of the poverty plan in their responses. The purpose of this document is to provide districts with some technical assistance for completion of the poverty plan. This document will be revised as needed to provide the most recent assistance for school districts. Districts do not need to answer all guiding questions as the guiding questions are for the purpose of assisting districts in the completion of the plan. Districts are also encouraged to attach a document or paste information into the application whenever possible.

MOBILITY

(1) *Attendance, including absence follow-up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center.*

Guiding Questions	Examples/Resources
Describe how the district supports the regular attendance of students who are living in poverty.	• Describe the attendance policy and procedures used in elementary, middle, and secondary (i.e. phone calls home, home visit, referral to county attorney, or social worker) • Positive recognition, reinforcement, or incentives for regular attendance • Considerations of transportation for students who live more than a one mile from the attendance center, if the lack of transportation interferes with attendance • Provide the details of any cooperative agreements (Memorandum of Understanding, contracts, etc.) with community organizations, Health and Human Services, and agencies that assist with providing services addressing poor attendance • Include a description of the services available for students who missed instruction due to poor attendance (i.e. after school or before school tutoring, credit recovery program, extended day program, on-line learning, homework club, Saturday school, mentoring programs, etc.) • Identify reason for poor attendance

(2) *Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community.*

Guiding Questions	Examples/Resources
How does the district identify if a poverty student is highly mobile?	• Intra- and inter-district information systems (school and/or residential mobility) • Transcript and information from former school • Orientation sessions for new students and families • Informal discussion with students and/or parents
What services are in place for mobile/poverty students, their families, and staff to maintain current enrollments?	Mobile/poverty students: • Before/after school opportunities • Credit recovery/e-learning • Guidance counseling/social service opportunities (share with county) • Students qualify for McKinney-Vento Act (Homeless assistance) • How extended services for student are determined (i.e. Migrant programs) Families: • Guidance counseling/social service opportunities • How extended services for families are determined • Support from Health and Human Services Staff: • Professional development to work with poverty/mobile students and their families • On-going communication with guidance counselor/social workers
What barriers do students living in poverty encounter that might prevent them from continued attendance in school? What services or assistance will the school district provide to assist with addressing these barriers?	Examples of barriers and assistance: Registrations: • Access to local, state, and school to school systems to track resident students, assessment data, academic information, medical information, home language survey, etc. Data tracking within and outside district: • Accurate tracking and calculating of student mobility through Nebraska State and Student Records System (NSSRS) • Consistency in local, state, and federal requirements • Information system also tracks historical residential movement (previous addresses) Transportation: • Change bus route, use other district owned vehicles, private providers, contracted services

	Curriculum from previous school doesn't match up with current academic year:
	- E-learning
	- Credit recovery
	- PASS Migrant programs
	- Transition programs
	- Curriculum from previous school doesn't match up with current academic year
	- E-learning
	- Credit recovery
	- PASS Migrant programs
	Additional Assistance:
	- Student and family support
	- Social workers, counselors
	- Community resources
	- Transition programs

PARENTAL INVOLVEMENT

(3) *Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from diverse backgrounds.*

Guiding Questions	Examples/Resources
What practices are in place in the school building to encourage parents in poverty or from other diverse backgrounds to be involved in their child's education?	Environment: - Welcoming and with appropriate materials Communication - Personal contacts, phone, newsletter, home language notification, website, automated messenger services, media resources Meeting Resources: - Translation services, child care, child-centered programming, food, educational resource giveaways, home visits Parent Education: - Tailored college preparation meetings for parents (additional resources available to families with lesser income levels), liaison to other community resources, meeting topics and procedures that are addressed

	Ownership/partnership:
	• Parent involvement on building advisory committees, school improvement teams, PTA/PTO, volunteer opportunities, activities that honor and recognize family backgrounds and contributions, clear and open process for resolving problems Two way communications regarding: • Links to student learning, curriculum information, student expectations, student assignments and activities

(4) *Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from diverse backgrounds.*

Guiding Questions	Examples/Resources
In what ways, does the district involve parents of poverty and other diverse backgrounds in district representative groups?	• Orientation and background information that facilitates service on committees • District curriculum advisory committees, • District Improvement Teams, advisory committee, district-level (city wide) PTA advisory committee, parent education courses, cultural activities, district strategic planning, facility planning committees, budget review committee
What other methods are used to secure input and participation by parents of poverty and other diverse backgrounds in district level issues?	• Parent surveys, focus groups, and accommodations for parents to attend district level meetings (transportation, interpreters, etc.)

(5) *Class size reduction or maintenance of small class sizes in the elementary grades.*

Guiding Questions	Examples/Resources
Describe school district's efforts to reduce class size or maintain small class sizes in the elementary grades.	• The district has policies, procedures, and/or practices that recognize the characteristics of their student population (i.e. mobility, attendance patterns, transfer patterns, etc.) and guide the determination of class size within available or anticipated resources • The district has policies, procedures, and/or practices that recognize poverty as a factor in determining class size • The district adjusts the deployment of staff and/or employs additional staff to reduce class size during core curricular instructional time and/or during non-core curricular instructional time • The district has modified and/or added facilities that assist the district in providing additional instructional space

(6) *Scheduled teaching time on a weekly basis that will be free from interruptions.*

Guiding Questions	Examples/Resources
How does the elementary level schedule blocks of instructional time free from interruption?	• Schedules have blocks of time allotted for reading and math • Scheduling of specials allows for large blocks of instructional time • Teacher plan-time is scheduled to allow for large blocks of instructional time • Assemblies/activities are limited and scheduled around core instructional times • Schedules allow flexibility for additional instructional time
How does the secondary level schedule blocks of instructional time free from interruption?	• Schedule extra-curricular activities outside of the instructional day as much as possible • Classes are scheduled to insure consistent teacher/student contact time • Schedules allow flexibility for additional instructional time • Recruiting/counseling activities are scheduled with limited instructional interruptions

What policies, procedures, or practices does the district implement to limit interruption during instructional time?	• Announcements and messages are limited to only specific times during the school day • The school facilities and classroom locations are designed to limit interruptions • Building-wide discipline plans are consistent and developed to limit interruptions in instructional time • Plans and procedures are in place for visitors to the building

(7) *Coordination with the elementary learning centers if the school district is a member of a learning community. Currently the learning community in the state is located in Douglas and Sarpy Counties. School districts in other counties should indicate in the plan that they are not members of a learning community.*

Guiding Questions	Examples/Resources
NOTE: Describe services provided by the achievement sub council as part of the elementary center for each area of the plan.	If the school district is in more than one achievement sub council district and the services are different the district should describe the services in each sub council district.
Are all policies, procedures, and practices addressed in the plan implemented and available in all schools within the district? If not please explain the differences.	
Describe coordination activities between school districts and their individual attendance center and the elementary learning centers.	

(8) *Access to early childhood education programs for children in poverty.*

Guiding Questions	Examples/Resources

How does the school district provide access to early childhood education programs for children in poverty?	• Describe the elements that make a quality early childhood program (i.e. Rule 11, NAEYC, etc)
	• Preschool services for students with disabilities
	    ○ Title I preschool services
	    ○ Limited English Proficiency preschool services
	    ○ Migrant preschool services
	• Describe any cooperative arrangement you have with any community agency that provides early childhood education (e.g. Head Start).
	• Describe programs to help parents be their child's first teacher
	• Describe programs to inform parents of the early childhood opportunities available within the community
	• Describe efforts to work with childcare providers in the community to assure quality experiences for young children
	• Describe programs that provide home-based services to children and their families in poverty
	• Collaborative programs from multiple funding streams (i.e. state, federal)
	• Considerations for transportation if the lack of transportation interferes with regular attendance

If all children eligible are not served, describe enrollment criteria	• First come/first served, those in greatest need, children in specific geographic areas, etc.

(9) *Student access to social workers.*

Guiding Questions	Examples/Resources

How does your school provide students from poverty access to social workers or other local entities that would give opportunities for other services?	• Utilize county sources for social workers.
	• Guidance Counselor attend committee meetings with county sources, Child Abuse and Neglect Monthly Meetings – Nebraska Statue 28-729
	    County attorney
	    County Sheriff
	    HHS
	    Child Advocacy Center
	    Crisis Center
	• Direct access to district employed social workers
	• School Resource Officers
	• Student and family liaisons staff
	• Policies and procedures for staff

How do you inform poverty student/families of these services?	• Social workers working in alternative schools • Guidance counselors • Attendance issues followed up by counselors/social workers • Community counseling programs • Community action partners • Child Protective Services • Migrant programs • Interpreters and/or bilingual staff

(10) *Access to summer school, extended-school-day programs, or extended –school-year programs.*

Guiding Questions	Examples/Resources
How does the district extend available learning time and/or expand services for students in poverty or from other diverse backgrounds?	• Liaison to other community resources, tutoring, before- and after-school programs, summer school, jump start programs, Saturday school (credit recovery), mentoring, online credit opportunities, alternative education programs, etc.
How do families in poverty or from other diverse backgrounds access the extended learning time and/or expanded services offered by the district?	• Notification, home language services, transportation, summer nutrition programs, Child Find, clerical assistance with paperwork, recruiter/liaison personnel involvement, etc.
If all children eligible are not served, describe enrollment criteria.	

(11) *Mentoring for new and newly reassigned teachers.*

Guiding Questions	Examples/Resources
What processes are used to mentor or provide induction for new teachers?	• Provide building and/or district level mentors, formal induction program, staff development requirements, Professional Learning Communities/Teams
What processes are used to address the needs of transfer or newly reassigned teachers?	• Grade level or building mentors, support for teachers to become highly qualified, curriculum orientation as needed

(12) *Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from diverse backgrounds.*

Guiding Questions	Examples/Resources
What components of the district's staff development plan will provide teachers and/or administrators with the knowledge and/or skills required to address the educational needs of students in poverty and students from diverse backgrounds?	• The district's process for determining the needs of teachers and administrators in meeting the educational needs of students in poverty and students from diverse backgrounds • A staff development plan of the district which includes specific information, training, and/or developmental opportunities for teachers and/or administrators that are designed to improve the learning of students in poverty and from diverse backgrounds • Staff development opportunities designed to provide skills needed to develop partnership with families • Methods the district will use to evaluate or assess the degree to which the implemented staff development plan provided an improved ability to address the educational needs of students in poverty and students from diverse backgrounds

EVALUATION

(13) *An evaluation to determine the effectiveness of the elements of the Poverty Plan*

Guiding Questions	Examples/Resources
What data is used to determine student achievement?	- Norm referenced and criterion reference tests - Common assessments - SAT team information - Graduation rates - Drop-out rates - State-wide assessments - IEP Goals - ACT/SAT scores - LAS/ELDA SCORES - Progress model (longitudinal growth rather than achievement model)
How does the disaggregation of data effect change on subgroups?	- Programs and interventions are implemented - Curriculum changes - SAT process is on-going - Reallocation of staff
Who is involved in the review of the data?	- General education/Special Education teachers - Specialists/SAT Teams - Building/district administrators - Instructional facilitators - School Board - Parent/stakeholders
Is the evaluation of the data done on a regular basis?	- Data Retreats - Collaboration - Instructional conferences - Evaluation schedule and process
Are all components of the poverty plan evaluated? - Mobility - Parental Involvement - Instructional Services - Specialized Services - Professional Development - Evaluation - Other areas as needed	Ongoing checks and balances are in place to insure that the spending requirements are met
How do you include/address your poverty plan in the school improvement process?	- Reference to the plan is ongoing by individual buildings - Activities and instruction are modified and differentiated to meet the needs of subgroups

Does district technology allow for ready access to the data?	• Programs such as INFORM, Student Information Systems, SRS, NSSRS are frequently accessed • Professional development for accessing and analyzing data is on-going

OTHER

(14) *Other* - **This question is optional for all school districts.**

Guiding Questions	Examples/Resources
What other information or plans does the school district want to address or explain that is not included as part of the other thirteen areas of this plan?	• How the implemented plan differs from the originally developed, submitted, and approved plan • Preventative measures or practices that have been implemented • Challenges or reflections the school district has experienced • Plans under consideration or development for the district's poverty plan 3 to 5 years into the future • How the poverty plan has impacted student achievement • How the poverty plan is consistent with the district or building school improvement plan • How the poverty plan has impacted Human Resources and district budgeting • Other interventions that help address the needs of students from poverty

Limited English Proficiency Plan (LEP) Resource guide

IDENTIFICATION OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Plan Questions	Examples/Resources

1. Explain the district policies or procedures to identify LEP students.	• Home language survey is completed for each entering PreK- 12 student.
	   o It is recommended that home language surveys be administered to all students enrolling in the district and not just those who appear to be LEP.
	• Student demographic and placement information entered into the district student information system.
	• Include approved district policies or procedures relating to the identification of LEP students.
	   o A process could also be included that a district contacts previous districts attended to determine student program placements and assessment results.
	• The district has a system to identify LEP students who may enter after the beginning of the school year.

2. What language proficiency assessments are used to identify LEP students?	• Examples of language assessments for initial identification include: Language Assessment Scales (LAS), MAC II, IDEA Proficiency Test (IPT), Woodcock-Munoz, Language Proficiency Test Series (LPTS), Bilingual Verbal Abilities Test (BVAT)
3. Describe the specific criteria the district uses in determining which students qualify as LEP.	• Assessment results determine student placement. • Identification criteria are specific and describe the scores and/or levels of language acquisition on proficiency assessments that are used to identify LEP students.

Plan Questions	Examples/Resources
4. Describe the district instructional approaches for LEP children to acquire English (for both social language and academic purposes).	• Instructional approaches are supportive of English language development and will reasonably result in the development of social and academic language, providing for communicative and content area language achievement • The district indicates how professional development supports, implementation of best instructional approaches • Specific instructional strategies and methodologies may be included • Describe approaches used at different grade levels, grade spans, or buildings

5. How are the instructional models and approaches recognized as best practice by experts in the field?	**Instructional program models include but are not limited to:**
	• **ELL Programs**
	   o Newcomer
	   o ESL Pullout Program with ESL teacher
	   o ESL Classes
	   o Structured Immersion
	   o Sheltered Content Area Classes
	• **Bilingual Education**
	   o Dual Language
	   o 2-Way Immersion
	   o Early Exit/Transitional Bilingual
	   o Late Exit/Maintenance Bilingual
	   o Heritage Language Preservation
	• **Extended Learning Opportunities**
	   o Summer school options
	   o Jump Start
	   o Before or after school
	   o Credit recovery
	   o Community activities or services
	Instructional Strategies and Methodologies include but are not limited to
	• Specific instruction in social and academic language
	• Cognitive Academic Language learning Approach (CALLA)
	• Sheltered Instruction Observation Protocol (SIOP)
	• Total Physical Response (TPR)
	• Culturally Relevant Pedagogy
	• Classroom Instruction that Works with English Language Learners

Plan Questions	Examples/Resources
6. Describe the specific criteria and plan the district has established to determine when the LEP student has mastered English.	• The plan includes steps taken to provide evidence that the student can participate meaningfully in the general education program based on results of a language proficiency assessment that measures listening, speaking, reading and writing. • The plan contains additional objective measure(s), such as performance on state or district content assessments. • Subjective criteria may be part of the plan; however, students may not be "exited" from a language instruction program solely on subjective criteria. • The plan indicates a process that includes specific criteria for exit or completing program requirements.
7. What objective language measures does the district use to assess listening, speaking, reading, and writing?*	• A language assessment is included. • Exit criteria are specific and describe the scores and/or levels of language acquisition on proficiency assessments that are used to identify students who have attained English proficiency.
8. What objective measures does the district use to assess student progress toward meeting content standards?*	• Objective measures may include district content assessments, formative assessments, writing assessments, and norm referenced assessments. • Specific levels and/or scores are included that are used to identify students who are proficient on state or local content standards.
9. What subjective measures does the district include?**	• Subjective criteria may include: teacher recommendation, parent input, extracurricular activities, grades/grade point averages

*At least one objective measure MUST be included (either a language proficiency assessment OR an assessment that measures content standards. However, a district may select to do both.

**Subjective measure(s) MAY be included but an exit criteria may not solely be based on a subjective measure.

Plan Questions	Examples/Resources
10. Describe the approach that will be used to evaluate the effectiveness of the program.	• The plan has a clear description of the program evaluation approach, evaluation criteria, timeline or schedule, data to be collected, and the review process that will be used to measure the success of the program. • All components of the Limited English Proficiency Plan are evaluated.

11. List the types of data (both formative and summative) that will be collected as part of the evaluation.	• Evidence that the identification procedures for ELLs are consistent, timely, and effective, that accurate records are maintained, and that responsible district staff are knowledgeable of criteria and procedures.
	• Evidence that there is in-classroom data collection regarding instructional approaches in use at the classroom level which are recognized best practice for ELLs.
	• Evidence that there is planning and support for staff development in best practices for ELLs which enhances district capacity to serve ELLs.
	• District evaluates ELL participation data in district and state assessments with appropriate accommodations provided.
	• Evidence that there are appropriate formative assessments in place to measure ELL progress which drives appropriate instruction.
	• District considers multiple aspects of ELL assessment data in planning for district and school improvement. Outcomes data impacts program planning and development.
	• Student-level data that could be included in the evaluation section include:
	  • Attendance data
	  • Graduation rates
	  • Summative assessment results
	  • Formative assessment results
	  • Credits completed
	  • Dropout data

12. How will the data be used as part of an ongoing evaluation process?	• The plan addresses the use of data for current and former LEP students as part of their school improvement plan, continuous improvement, program modification, or other ongoing evaluation process.

Plan Questions	Examples/Resources
13a. Include information that may not be included in previous sections.	• This section may be used to address elements that are not included in the other sections of the LEP plan.
13b. Are there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan?	• Describe any events that the district did not anticipate that may have previously occurred but may be relevant to this plan. • Indicate any slippage that may have occurred from last year's plan.
13c. Have there been any significant changes in the LEP population since the previous plan?	• Describe any major increases or decreases in the LEP population that have occurred and may be relevant to this plan. • Include unique needs associated with any new or growing populations.
13d. Use of interpreters/translators	
13e. Describe community services or resources that support the district's LEP plan, students, and/or families.	